

Team creative behaviours vs. team learning behaviours: different, alike or the same?

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Abstract

Both team learning and team creativity are – in different research disciplines – proposed as driving forces for organizational learning, innovation, and success. Conceptually, both constructs show certain overlap that, to our knowledge, has not been clarified yet. Moreover, there is no empirical research that we know of that combines both team creativity and team learning and attempts to investigate its unique effects. It is very well possible that the relation between both constructs is very complex and hard to disentangle. This paper aims at investigating the relation between team learning behaviours and team creative behaviours in a specific setting, i.e. design teams. To do so, an empirical questionnaire study is set up which combines scales for (a) different team learning behaviours and so-called (b) facilitating behaviours with items on (c) team creative behaviours. The specific team behaviours we are investigating are: construction, co-construction and constructive conflict (as team learning behaviours); team activity, team reflexivity and boundary crossing (as facilitating behaviours); and team creative behaviours.

Data were collected from 152 design teams from very diverse contexts. To answer our research questions, we will analyse our data using exploratory and confirmatory factor analyses. In a second step we will look at the interrelations between the different constructs derived from the factor analyses.

Keywords: Teams; Team learning (behaviours); Team creativity; Team creative behaviours